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PITMAN'S  
PHONOGRAPHIC INSTRUCTOR:

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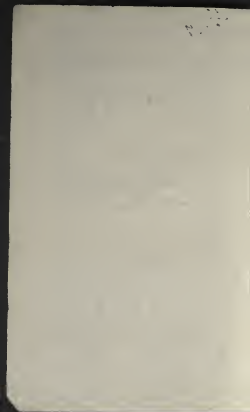
A GUIDE TO A PRACTICAL ACQUAINTANCE  
WITH THE ART OF

PHONETIC SHORTHAND.

—  
REVISED AND IMPROVED

BY J. V. LONG.

—  
GREAT SALT LAKE CITY,  
PRINTED AT THE "GREAT SALT" OFFICE.  
1890.



# PITMAN'S PHONOGRAPHIC INSTRUCTOR.

DESIGNED TO AFFORD A PRACTICAL ACQUAINTANCE WITH THE ART OF  
PHONETIC SPOKETHAND.

REVISED AND IMPROVED BY J. V. LONG.

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"Writing, that is much to the taste of writers, has not often wished for some means of expediting by two or three dashes of the pen, that which, as things are, it requires such an expenditure of time and labor to commit to paper. Our present mode of communication must be left to be cumbersome to the last degree, unworthy of these days of invention; we require instruments or bringing the operations of the mind, and of the hand, into closer correspondence."—[*English Review*.]

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GREAT SALT LAKE CITY.  
DESERET NEWS PRINT.  
1884.

MAXIMS.

The shortest way is the best way.—Lionel Lincoln.

Love all, trust a few.

Do wrong to none.

Be first, be true, be useful, be sincere.

UPB.

## PHONOGRAPHIC INSTRUCTOR.

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There has hitherto existed among all nations great disparity, in point of facility and despatch, between the usual methods of communicating thought—speaking and writing: the former has always been comparatively rapid, easy, and delightful, the latter tedious, cumbersome, and wearisome. It is most strange that we, who excel our progenitors so far in science, literature, and commerce, should continue to use the mode of writing which they have handed down to us,—with but very slight changes in the forms of the letters,—a method of communication which, by its complexity, obliges the readiest hand to spend at least six hours in writing what can be spoken in one. Why should we not attempt to simplify our written characters, and make them correspond, in some degree, to the simplicity of spoken sounds? The method of writing here presented, after having been subjected to the ordeal of several years' practice, by thousands of persons, has proved itself to be free from the cumbersome complaints of; and, while it can be written with fluency and ease, it may be perused after any length of time with rapidity and accuracy: it is a system of exhibiting speech on paper, by signs closely resembling, in simplicity, the sounds they represent.

The great and desirable object which the Author believes he has accomplished, is briefly this:—The representation of every sound and articulation that occurs in the English language, by a simple and easily formed sign, which will readily enter into every combination required, and which is never used to represent more than that one sound or articulation. These signs being of the briefest description (dots, right lines and curves) Phonography is necessarily a system of Shorthand; but it must be seen, from what has been stated, that it is radically distinct from every system of mere Stenography that has yet appeared. In Phonography, it may almost be said that the very sound of every word is made visible; whereas, in deciphering any of the

Common systems of Shorthand, the context, the memory, the judgment,—all must be called in to assist the eye. This is the great obstacle which has hitherto prevented Shorthand from coming into general use. Its illegibility when written makes us fear to trust our thoughts to its faithless keeping, and renders it quite inefficient to supersede common writing, as a means of general communication.

There are few persons who have not frequently experienced the want of a more rapid method of committing thought to paper than the common long-hand affords. To copy from some source or valued work, an extract of a few pages—to express our own thoughts with rapidity, either in composition or correspondence—or, to secure the eloquence of some rapid speaker, the lengthy system at present in use, is altogether inadequate. Phonography combines the legibility of longhand, with more than the brevity of ordinary shorthand. The system is capable of answering every requirement of the man of science or business, as well as of the professional reporter; yet it is so simple, that its principles may be mastered in a few hours, and an hour's daily practice for a month, in reading and writing, will enable the student to use it with certainty and some degree of freedom; while the same amount of practice, continued for four or six months, will enable any one who has acquired facility in using the pen in common writing, to report speeches, sermons, lectures, &c., delivered at the rate of a hundred words per minute. By continued practice the writer will be able to report a rapid speaker verbatim.

[illegible]

## THE PHONOGRAPHIC ALPHABET

## VOWELS.

| LONG |  |     | SHORT |  |    |
|------|--|-----|-------|--|----|
| i    |  | est | ɪ     |  | it |
| e    |  | ape | ɛ     |  | et |
| æ    |  | aim | ʌ     |  | at |
| au   |  | all | ʊ     |  | ut |
| o    |  | ore | ʊ     |  | ut |
| oo   |  | oot | ʊ     |  | ut |

## CONSONANTS.

| PLACENTS |  |   | CONTINGENTS |  |    |
|----------|--|---|-------------|--|----|
| b        |  | B | f           |  | F  |
| d        |  | D | th          |  | Th |
| j        |  | J | s           |  | S  |
| g        |  | G | sh          |  | Sh |

## LIPS

L R

## NASALS

M N NG



## DIRECTIONS FOR PRACTICE.

The student of Phonography will find no difficulty in acquiring a knowledge of this useful art, if he will practice according to the following directions:—He should first obtain a knowledge of the sounds of the Phonographic Alphabet, by pronouncing them aloud; and then learn the signs by which these sounds are represented. This is most effectually done by writing each character several times, and pronouncing its name aloud at the same time.

The following Exercises are to be read, and afterwards copied into a book made of ruled paper. The pupil is not to read through the whole book before he commences writing, but to read one page, and then write out every shorthand letter or word in it, filling a line of his copybook with each character, or word, until he reaches page 19.

The Phonographic characters should not be written smaller than they are here, and care must be taken at the outset to trace them slowly and accurately. Rapidity and accuracy combined can be attained only by practice. Though it is not absolutely necessary that Phonography should be written on ruled paper, its use will be a great advantage to the learner. Either a pen or pencil may be employed. A pencil is the more convenient instrument at the commencement of the pupil's exercises, but for his usual writing he will find a pen more suitable.

All the consonants, when standing alone, should rest upon the line. With the exception of *l*, they are written from the top to the bottom, as *p*, *t*, or from left to right, as *i*, *u*. *L* is written upwards when standing alone. On the following page each consonant is repeated several times, for the purpose of giving the pupil sufficient practice in its formation to enable him to write it accurately, and remember its sound.

## NAMES OF THE CONSONANTS.

*pe, be; te, de; chay, jay; kay, gay;*  
*ef, ve; kh, the; en, ze; kh, the;*  
*el, ar; em, en, ing.*

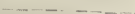
# EXERCISE 1.—CONSONANTS.

This page, and all the Shorthand Exercises that follow, are to be carefully written out by the pupil into his copy book, each shorthand letter being pronounced aloud as it is written.

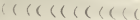
F, B 

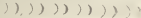
T, D 


CH, J 

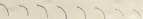
K, G 


L, V 

PO, TH 


PH, F 

H, EH 

L 

R 

M 

N 

NG 

## ON JOINING THE CONSONANTS.

All the consonants, when written alone, should rest upon the line. When combined to form words, they should be written without taking off the pen; the second commencing where the first ends, and the third being continued from the end of the second, &c. The following combinations, from line 1 to 6, must rest upon the line. In the next sections given in line 7, and all similar ones, the first letter rests upon the line, and the second is written below. The student will observe that every line and curve employed in the Phonographic Alphabet is written in the direction of one at the base of the following diagram:—



The face in the first and third positions shall exactly mid-way between the perpendicular and horizontal line.

## EXERCISE 2.—COMBINATIONS OF CONSONANTS.

1. L T h r l y
2. w z n m u v
3. f c v a s x
4. c y z k l g
5. b n m r n y n
6. t y f y t y



## LONG VOWEL.

The simple long sounds, or vowels, in the English language are arranged naturally in the following order:

|    |    |   |                        |
|----|----|---|------------------------|
| 1. | e  | . | as heard in <i>see</i> |
| 2. | a  | . | " <i>face</i>          |
| 3. | ah | . | " <i>stare</i>         |
| 4. | oo | — | " <i>good</i>          |
| 5. | o  | — | " <i>now</i>           |
| 6. | oo | — | " <i>for</i>           |

The first three vowels are represented by a dot, and the last three by a short stroke. These signs are here placed to an upright stroke (the letter *t*) to indicate their respective positions; namely, against the beginning, middle, and end of a consonant.

To write the word *pen*, the first vowel, *e*, is placed after the articulation *p*, thus, *p* *e* *n*. It will be perceived that the vowel is at the upper part of the *p*. The same mark placed against the middle of *p*, thus, *p* *a* *n*, spells *pan*; and it stands for No. 3, against the lower part of *p*, thus, *p* *ah* *n* (*pane*).

When a vowel is placed on the left hand side of an upright or sloping letter, or above a horizontal one, it is to be read before the consonant; and when it is placed on the right-hand side of an upright or sloping letter, or below a horizontal one, it is read after the consonant, as shown in the Exercise on the following page.

The vowels 4, 5, 6, represented by a short stroke or dash, should be written at a right angle with the consonant. In this position they are more easily distinguished than in any other.

## EXERCISE 4.

VOWELS FOLLOWING CONSONANTS.



## EXERCISE 5.

VOWELS PRECEDING CONSONANTS.



## ON WRITING PHONETICALLY.

The English alphabet contains but little more than half so many useful letters as there are sounds in the language. The established orthography is consequently so completely at variance with the pronunciation, that in but few cases is the spelling any guide to the sound of a word. It is impossible, therefore, to give more particular directions for writing according to sound, than that, for any given word, the pupil must write the phonographs which represent the several sounds of which it is composed. In consequence of the imperfection and misuse of the old alphabet, there is with most Englishmen a theoretical pronunciation which differs widely from their actual practice. Phonographers should endeavor to bring the theoretical and practical pronunciation into agreement; and this, rather by raising their practice to their theory, than by bringing down their theory to their practice.

By means of the consonants and long vowels already introduced, many words may be written. The following examples will serve to illustrate the principles of Phonetic writing:—

|  |                                     |
|--|-------------------------------------|
|  | talk—t, the fourth vowel au, and k. |
|  | team—t, the first vowel e, and m.   |
|  | most—m, the fifth vowel a, and t.   |
|  | meat—m, the first vowel e, and t.   |
|  | pale—p, the second vowel a, and l.  |
|  | call—k, the fourth vowel au, and l. |
|  | rate—r, the second vowel a, and t.  |
|  | tart—t, the second vowel a, and r.  |

Stops—Comma (,) Semicolon (;) Colon (:) Period (.)  
 Note of Admiration (!) Interrogation (?) \* Laughter (h)  
 Grief (f)

\* Written before the sentence.





























































# TABLE 6—SIMPLE WORDS

|    |      |   |      |   |      |   |
|----|------|---|------|---|------|---|
| 1  | me   |    | may  |    | moon |    |
| 2  | may  |    | gnaw |    | no   |    |
| 3  | law  |    | lay  |    | law  |    |
| 4  | tea  |    | too  |    | too  |    |
| 5  | teem |    | take |    | talk |    |
|    | meet |    | most |    | mate |    |
| 7  | Kate |    | cost |    | keep |    |
| 8  | keel |    | call |    | coal |    |
| 9  | meat |    | male |    | mole |    |
| 10 | meek |    | make |    | came |    |
| 11 | pool |   | pall |   | pole |   |
| 12 | leaf |  | loaf |  | leap |  |
| 13 | feel |  | fall |  | fail |  |
| 14 | peer |  | peer |  | pear |  |
| 15 | reap |  | rope |  | rote |  |
| 16 | mere |  | more |  | mare |  |



## EXERCISE 7.

### WORDS CONTAINING LONG VOWELS.

1.      
2.      
3.      
4.      
5.      
6.      
7.      
8.      
9.      
10.      

## EXERCISE 8—ON THE LONG VOWELS.

1. ache, oak, aim, own, no, ray, gnaw, low, lay, law, lee
2. sho, show, shoe, shown, shako, peak, hake, hale, check, choke
3. male, fare, dare, tall, tail, pest, meat, bought, fall, feel, full
4. fare, fear, fare, feel, keep, cape, gape, mould, cold.

### SHORT VOWELS.

In addition to the six long or full vowels, given on page 11, there are six short vowels, as heard in the words, sit, set, sat, eat, oat, feet.

These short vowels are represented by marks similar to those used for the long vowels, but they are made light, to indicate their light or short sounds; see the next page.

## LONG AND SHORT VOWELS.

|       |  |      |    |  |       |
|-------|--|------|----|--|-------|
| 1. E  |  | est  | i  |  | it    |
| 2. A  |  | ate  | o  |  | ot    |
| 3. AH |  | ahne | u  |  | un    |
| 4. AU |  | all  | oo |  | oolve |
| 5. O  |  | opa  | ee |  | up    |
| 6. OO |  | food | oo |  | foot  |

## EXERCISE 9.












## WORDS CONTAINING LONG AND SHORT VOWELS.

| Long. | Short. | Long. | Short. | Long. | Short. | Long. | Short. |
|-------|--------|-------|--------|-------|--------|-------|--------|
|       |        |       |        |       |        |       |        |
|       |        |       |        |       |        |       |        |
|       |        |       |        |       |        |       |        |
|       |        |       |        |       |        |       |        |




## EXERCISE 10—ON THE SHORT VOWELS.

|                  |                                       |
|------------------|---------------------------------------|
| 1st short vowel: | e, it, mit, ph, kit, bit              |
| 2nd              | " get, met, pet, net, pell, fell      |
| 3rd              | " mat, pat, cat, fat, sat, goat       |
| 4th              | " not, got, cot, lot, jot, rot        |
| 5th              | " ut, bat, rat, rah, cut, run         |
| 6th              | " pull, back, rock, fall, lack, foot. |



## COMPOUND VOWELS.

| Y Series. |   |       | W Series. |   |        |
|-----------|---|-------|-----------|---|--------|
| Ye        |  | year  | We        |  | weak   |
| Ya        |  | ya    | Wa        |  | wake   |
| Yeh       |  | Yahoo | Wah       |  | qualms |
| Yau       |  | yawn  | Wau       |  | water  |
| Yo        |  | yoke  | Wo        |  | wake   |
| Yoo       |  | you   | Woo       |  | woo    |






























## PROPER DIPHTHONGS.

i  loe oI  ol ou  owl

## TRIPHTHONGS.

WI  wine WOU  wound (verb)

## EXERCISE 11—ON THE COMPOUND VOWELS.

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
## EXERCISE.

By, my, thy, ripe, rhyme, bay, bail, coil, el cise, void, then,  
round, crown, fowl, paw, youth, lead, June, wide, wild, wine.

## COMPOUND VOWELS.


The compound vowels of the Y and W series (displayed on the preceding page) are produced by prefixing modifications of the first and last vowels, (i last *oo*, i rarely) expressed by y and w) to each of the simple vowels, and allowing diphthongs to coalesce, as in the words *year*, *yea*, &c.; *weal*, *wake*, &c.



The Y series is expressed by a small horizontal curve, and the W series by a perpendicular one. Most of these compound vowels occur in English both long and short; the former are expressed by heavy marks, and the latter by light ones; as *year*,



*year*,  *year*;  *weal*,  *wake*.



They always retain the positions they occupy in the foregoing table, and do not accommodate themselves to the inclination of the consonants to which they are placed, as do the simple vowels Nos. 4, 5, 6.


## METHOD OF PLACING THE VOWELS.

When a vowel comes between two consonants, it is possible to write it either after the first, or before the second as  *take*. To secure uniformity in the writing of Phonographs, the following rules are established:—

First-place vowels (e, oo,) are written after the first consonant; as  *team*, not  *team*.

Second-place vowels (a, o) are written after the first consonant when they are long; as  *make*; and before the second when they are short; as  *mat*. The length of a second-place vowel will thus be determined by its position, if it should not be indicated by its size.

Third-place vowels (ih, oo) are written before the second consonant; as  *cat*, not  *cat*.

These rules do not apply to words that contain the circle *a*, because no vowel can be written to this circle: it is placed to the consonant to which the *a* is attached; as,  *rest*,

 *rest*.

## DOUBLE CONSONANTS.

In the English language the two liquids R and L are in a great number of words closely united with the other consonants; as in *pray*, *play*, *brow*, *blow*, &c. These two letters, though forming a double sound, are yet pronounced by a single effort. They are represented by prefixing a hook to the simple letter as on the next page.

It must be observed that the hook of the *pr* is not *r*, and the stem *p*, which would make *rp* instead of *pr*; but that the character as a whole represents *pr*. The same remark applies to *pl*, and to all the other letters with initial hooks.

To assist the pupil in remembering these hooks, it may be observed, that if the right hand be held up, with the first finger bent, the outline of *pr* will be seen; and by turning the hand round in the various positions assumed by the letters *p*, *t*, *ch*, &c. all the double consonants of the *pr* series will be formed; thus,



If the left hand be held up in a similar manner, the double letter *tl* will be seen, and by turning the hand round in the following positions, all the double consonants of the *pl* series will be produced.



The double consonants *wr*, *wl*, *nr*, *nl*, are not formed on this principle, but a heavy stroke with a hook is used for *wr*, *nr*, and a light one for *wl*, *nl*.

## DOUBLE CONSONANTS.

|     |  |  |
|-----|--|--|
| CH  |  |  |
|     |  |  |
| K   |  |  |
| F   |  |  |
| TH  |  |  |
| SH  |  |  |
| M   |  |  |
| B   |  |  |
| D   |  |  |
| J   |  |  |
| G   |  |  |
| V   |  |  |
| TH  |  |  |
| ZH  |  |  |
| N   |  |  |
| EL* |  |  |
| ER* |  |  |

Letters marked thus \* are written upwards.

## EXERCISE 12—ON THE DOUBLE CONSONANTS.

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## THE ASPIRATE.

The aspirate H, which never occurs except when preceding a vowel, is expressed by prefixing a small dot to the vowel; thus, *h* eat, *h* eat; *h* all, *h* all.

## NEW LIST OF GRAMMALOGUES.

Words marked thus \* are written above the line, and those marked † run through the line.

|                  |                    |                        |
|------------------|--------------------|------------------------|
| Warp, whig*      | — Together, agree, | Remember,              |
| Hops, up         | — God*             | Been, bone             |
| Pa, happy†       | — Good, get        | Done, deign            |
| By, bee*         | ( There, thy*      | General, jean          |
| Time, wheat*     | ( They, them       | According*             |
| Is, eight, hate  | ( Though, thou†    | Call, equal*           |
| At, out†         | ) See, sigh*       | ( There, this*         |
| Different-ces*   | ) So, say, easy    | ( These, thus          |
| Do, day          | ) House, west      | ( There, heath-<br>en* |
| Had, dew†        | ) Establishment    | ) Pleasure             |
| Advantage        | Perfect*           | ( Immediate*           |
| Kingdom*         | Principle, pesy    | ( Important-<br>ce*    |
| — Come, yoke     | Practice-d-able†   | ( Improve-d-<br>ment   |
| — Caught, quite* | Particular*        | L Why*                 |
| — Give, hog*     | Opportunity        | L While                |

## EXERCISE 13

1.  $\Lambda M, \bar{I}, \bar{I}, \bar{I}, \Lambda.$
2.  $L(\bar{I} \circ \bar{I}, \bar{I}(\bar{I} \circ \bar{I})x$
3.  $\bar{I} \bar{I}, \Lambda, \bar{I} \bar{I} \bar{I} \bar{I}, \bar{I}x$
4.  $\bar{I} \bar{I}, L \bar{I}, \bar{I} \bar{I}, L \bar{I}x$
5.  $\bar{I} \bar{I}, \bar{I}, \bar{I} \bar{I}, \bar{I} \bar{I} \bar{I}x$
6.  $\bar{I} \bar{I}, L, L(\bar{I} \bar{I} \bar{I})x$
7.  $\bar{I} \bar{I}, \bar{I} \bar{I}, L \bar{I}, \bar{I} \bar{I} \bar{I}x$
8.  $\bar{I} \bar{I}, \bar{I}, \bar{I}, \bar{I} \bar{I}, \bar{I}x$
9.  $L \bar{I} \bar{I} \bar{I} \bar{I} \bar{I} \bar{I} \bar{I} \bar{I} \bar{I}x$
10.  $\bar{I} \bar{I}, \bar{I} \bar{I}, \bar{I} \bar{I}, \bar{I} \bar{I}, Lx$
11.  $\bar{I} \bar{I}, \bar{I} \bar{I}, \bar{I} \bar{I}, \bar{I} \bar{I}, \bar{I} \bar{I}, \bar{I}x$
12.  $\bar{I} \bar{I}, \bar{I} \bar{I}, \bar{I} \bar{I}, \bar{I} \bar{I}, \bar{I}x$



## GRAMMLOGRAPHY, OR LETTER-WORDS.

The following frequently occurring words are expressed by the single letters placed to them —

|   |      |   |     |   |       |
|---|------|---|-----|---|-------|
| v | I    | * | a   | I | do    |
| € | we   | I | oh- | ∪ | are   |
| ✓ | ye   | A | you | ∪ | for   |
| o | is   | o | as  | ∪ | have  |
| . | this | . | and | ∪ | there |
| \ | of   | \ | to  | ∪ | will  |
| ( | that | / | who | ∪ | shall |
| \ | all  | \ | be  | / | which |

The words in the first column are written above the line, and the others read upon the line.

## THE CIRCLE S.

S at the beginning of a word is always read first, that is, before the vowel, thus:

*I* seat, *∪* sight, *P* in, *∪* seen, *e* soon.

When it is required to place a vowel to s of s, either before or after, the stroke-letter must be used, thus:

*∪* east, *∪* ask, *∪* sea, *∪* = so; *∪* case = *∪* own.

## PREFIX CON, AND AFFIX ING.

\* The prefix con or com is expressed by a light dot at the commencement of a word, thus:

*∪* contain, *∪* construct, *∪* comply, *∪* compose




The affix ing is expressed by a light dot at the end of a word,

as:— *∪* eating, *∪* talking.




## THE SPR SERIES OF CONSONANTS.

When *s* is prefixed to the double consonants *pr*, *tr*, &c., the three letters are written thus: *spr*, *str*, *scr*, *skr*, &c.; as in the words *spruce*, *spray*, *stray*, *straw*, *stream*, *screw*.



## PRINCIPLES OF ABBREVIATION.

The letter *n* may be expressed by the addition of a final hook on the *r* hook side of a straight letter, and following in the direction of the curves; thus,  *pain*,  *tone*,  *can*.

 *mean*,  *win*.


By turning this final *n* hook into a circle, it expresses *en* thus,  *paines*,  *tones*,  *cane*. After curved letters, a small circle must be added to the hook; thus

 *means*,  *wins*.

The frequent termination *sion*, *sion*, (*sion*) is expressed by a final hook on the *d* hook side; thus,  *pensions*,  *addi-*





*tion*,  *caution*,  *portion*. To express *tions*, a small arch must be added to the hook; thus,  *pensions*,

 *additions*,  *cautions*,  *portions*.

This hook may be thickened for *sion* (*sion*) as  *oc-*

*casions*.

By halving any consonant, whether single, double, or treble *t* or *d* is added, according as the consonant is light or heavy

thus,  *take*,  *baked*,  *dig*,  *digged*. In some cases the halving of a light letter adds the syllable *ed*; *r*

 *part*,  *parted*.

## PRACTICE AND PERSEVERE.

